

Performance Improvement Strategies

1S1 & 1S2 Academic Achievement

Alpine District

- Enroll identified students into tutoring programs through the regional CTEAA (Career and Technical Education Academic Assistance) program, study skills courses, UBSCT tutoring, Electronic High School, East Shore High School, or other tutoring programs. While enrolled in these programs/courses students will be taught specific skills to increase understanding and retention and to connect their academic knowledge to a practical CTE application.
- In-service all CTE instructors on incorporating language arts and literacy skills into CTE courses. This will be accomplished through attendance at district-wide conferences, workshops, and implementation plans.

Carbon District

- Implement Step-Up To Writing and Reading strategies for ELA Instructors to improve reading and writing achievement. The goals of the national reading research include the components of Utah's literacy framework: phonemic awareness, phonics, fluency, vocabulary and comprehension. The USOE ELA core focuses on the integration of reading, writing, listening, speaking, and thinking as crucial skills for all students. All secondary teachers as well as CTE instructors receive professional development in the implementation of effective reading and writing strategies. All teachers across content areas will receive additional training for implementation of My Access or whatever the USOE selects as the new vendor. The online writing program scores student work using the Six Traits scoring rubric. The program will score prompts from any content area including CTE courses. Studies indicate that student learning increases when they are provided opportunities to write about their subjects.
- Facilitate collaboration among groups of teachers:
 - ELA instructors and others collaborated with special education teachers during the 08-09 school year to specifically target resource students' achievement in reading, writing, and comprehension to close the achievement gap. Hopefully positive results will occur in the 2009 CRT results. The latest UBSCT results indicate that 95% of all special education students passed the reading section of UBSCT and 90% successfully completed the writing. The collaboration exceeded the expectations any of its writers expected.
 - We believe a similar collaboration with CTE teachers would yield similar results. Because of budget constraints, CSD's English teacher on special assignment will provide staff development during the school day. Teachers will be provided with super-subs for three to four hours to allow them to attend workshops on research based reading and writing strategies.
 - CTE content area teachers will also participate in professional learning communities to develop unit plans using backward design and generating enduring understandings. Staff development is ongoing, focusing on student achievement from the prior year, targeting instruction to strengthen low achievement areas and sustain gains in other areas.
 - Math and special education teachers are participating in an InTech grant to implement more technology in mathematics education. The main thrust of this program allows students to solve math problems on the computer. Math lap top labs have been installed at MHJHS and CHS this past year and HJHS and the Lighthouse will receive them in 08-09.
 - Math teachers participated in a special education grant that emphasized collaboration strategies for regular and special education staff to increase success in all areas of math, especially higher levels of mathematics. Student achievement, particularly for special

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populations will be tracked, and strategies to increase their achievement will be implemented.

- Teachers meet collaboratively two times per month to monitor progress of students and identify strategies to improve achievement.
- Teachers participate in technology in-service two times per month to improve students' ability to use technology to solve math problems.
- Identify resource and CTE students' ELA achievement levels during data analysis activities on August 14, 2009.
- Monitor benchmark assessments, including on-line writing benchmark assessments, for all students, especially special education and CTE students. Specific Tier 2 and 3 interventions will be provided for students who fail to make progress on ELA benchmark assessments.
- Require teachers to meet two times per month during PLCs to monitor progress of identified students and improve strategies for addressing their needs.
- Focus on strategies that assist students in achieving the goals of NCTM: understanding , computing, applying, reasoning, and engaging in mathematics.
- Give CTE teachers professional development instruction to assist them in the implementation of math activities for improving CTE student achievement in mathematical literacy and basic numeracy.
- Assign the math specialist to create intervention plans for all low achieving math students.
- Encourage Math teachers to implement NCTM standards, objectives and recommended strategies including hand-on math activities and computer based strategies in Geometers Sketchpad to improve students understanding of abstract concepts.
- Have the math specialist conduct a demonstration project in two geometry classes to support the growth and development of all geometry students, particularly special education and CTE students.
- Encourage Math teachers to implement NCTM standards, objectives and recommended strategies including hand-on math activities and computer based strategies in Geometers Sketchpad to improve students understanding of abstract concepts.
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Canyons/Jordan District

- Participate in state and regional pathway initiatives, which provide students with information on the most beneficial math courses to take, based on the pathway they are pursuing.
- Train CTE teachers to integrate mathematics core into CTE courses and to align CTE course standards with mathematics core and skill certification tests.
- Offer Construction Math and evaluate any improvement in mathematics scores that occur as a result of this program.
- Work in the development of a Medical Math course and work with the consortium to obtain USOE approval for 3rd math credit.
- Work in the development of a technical writing course and work with the consortium to obtain USOE approval for 4th 6 of 40 language arts credit.

Performance Improvement Strategies

Davis District

- Increase focus on implementation of CTE Literacy Initiative outlined in the last two years plans.
- Continue to work as cluster to incorporate literacy strategies daily in classroom with particular emphasis in CTE Intro and sophomores prior to testing.
- Continue to identify specific students in CTE classes that are at risk (see strategies above) and encourage teachers to provide additional assistance to identified students.
- Place students into remediation classes according to identified need; cross-curricular training in Small Learning Communities.
- Conduct professional development during Professional Development Days.
- Conduct cross-curricular activities and awareness; i.e., faculty meetings in different departments.
- Have teachers do mini cross-curricular projects.
- Have academic teachers assist with CTSO preparations.
- Give CTE teachers access to individual student information relative to achievement levels in language arts and other subject areas, through data that is available on Encore and on the DCSD Data Dashboard.
- Continue implementation of CTE Numeracy Initiative outlined in past two years plan.
- Continue to work as cluster to incorporate numeracy strategies, correct terminology, and problem solving techniques daily in classroom to demonstrate relevance to students with particular emphasis in CTE Intro and sophomores prior to testing.
- Continue to identify specific students in CTE classes that are at risk and encourage teachers to provide additional assistance to identified students; students will also be placed in remediation classes according to identified need.
- Conduct Cross-curricular training in Small Learning Communities.
- Have academic teachers assist with CTSO preparations.

Iron District

- Offer program for out-of-class tutoring and remediation to students through the Language arts departments in the high schools.
- Develop a student information system (SAMS) that will allow for more timely identification of students with specific academic deficiencies in any and all areas. Through early identification of students with specific areas of academic weakness, more appropriate academic placement and early interventions will be achieved.
- Use CTE pathways delivered through our school counselors who are trained and assisted by our pathways coordinator to achieve student interest and appropriate academic level placement.
- Continue to provide in-service and trainings for teachers and counselors in Pathways to help direct students to the areas of study that they are interested in, which will increase the proficiency because the student is in courses that they are interested in.

Nebo District

- Identify students who are not proficient on the 9th grade Language Arts CRT and help remediate.
- Encourage identified students into remediation programs and continue funding CHAMP at Payson High School. Payson is the only school in the district where PERKINS funds support a CHAMP remediation teacher and they have improved significantly.
- Support smaller CTE classes at the alternative schools.
- Continue to hold region in-service for each program area on Academic Integration in CTE courses and encourage teachers to attend.
- Alert district LEP specialist to the low LEP CRT Language Arts scores.

Performance Improvement Strategies

Sevier District

- Access intervention classes in Language Arts that have been added in all three district high schools. These courses are being funded by the district and no CTE Perkins funds will be used.
- Use instructional assistants that have been hired, with district funds, in each high school to work with struggling students.
- Access the tutorial program at Snow College Richfield campus for students who require additional academic assistance. Many secondary students from Sevier district attend CTE classes at Snow College and can access additional tutorial support in the Student Success Center.
- Access district Title I funded special intervention classes geared for Native American students to assist them with Language Arts skills at Richfield and South Sevier High.

Washington District

- Set up professional learning communities (PLC) and collaborating by subject area and grade level to identify problem areas and share best practices to address these concerns.
- Provide interventions including but not limited to tutoring those in low areas, better counseling and directing their educational plan and better follow-up with students that are struggling.

2S1 Skill Attainment

Alpine District

- Require all teachers to print out standards and objectives for all CTE courses.
- Require all teachers to administer the skill certification test in all CTE courses where skill certification tests are available.
- In-service the CTE teachers on evaluating the skill certification results to improve teaching, paying particular attention to special populations students.
- Encourage CTE teachers to volunteer to serve on state test development committees.

Carbon District

- Continue focus for staff development on student achievement from the prior year, targeting instruction to strengthen low achievement areas and sustain gains in other areas. On August 14, 2009, CTE teachers will participate in a day-long data analysis activity that includes the careful examination of their students skill test achievement, identification of potential reasons for achievement, and development of strategies and goals to improve achievement. In Jan. of 2010, CTE teachers will participate in debriefing activity to monitor progress toward goals. During these staff development days, teachers will be able to share the strategies they feel have been most successful.
- Implement pre and post testing by CTE teachers to determine if the implementation of new strategies that focus on the improvement of students in special populations was successful and effective.
- Arrange for CTE teachers to participate in special sessions with District ELA and Math specialists to focus on effective strategies for improving literacy and numeracy of all students.

Canyons/Jordan District

- Collect skill certification test results and identify areas where students are experiencing difficulty. Use this information to improve student performance by:
 - Analyzing results for students who fall into subgroups that are not performing at the same level as other CTE students.
 - Directing CTE assistants to focus their efforts on students who fall into subgroup categories that are struggling.
 - Collaborating with teachers and counselors who work with students who fall into identified subgroup categories to ensure that a team effort is made at helping these students, utilizing effective teaching strategies and testing practices.

Performance Improvement Strategies

- Assisting teachers in analyzing data trends and identifying strategies for improvement.
- Researching ways to reward students for successful completion of CTE programs and skill certification tests, such as awarding graduation ropes.
- Providing instruction for students on study habits and testtaking strategies.
- Providing testing and teaching accommodations, when necessary.
- Implement 100% online testing for skill certification tests and closely monitor results to evaluate any changes in outcomes as a 8 of 40 result of the new testing method.

Granite District

- Support teacher involvement with skills test development
- Support all teachers in gaining access to the online testing tool
- Support teachers in development of test banks for the online testing tool
- Increase Professional Learning Team involvement in development of goals to increase skill certification testing scores
- Work with other departments in the district that address the needs of ethnic and special population groups to identify strategies that will support increased skill performance in the target groups.
- Evaluate mechanisms for providing accommodations for the State CTE Skill Tests, as identified by the state, for other tests such as CRTs
- Report skills testing data to IPT and principals

Iron District

- Train teachers in data team development and provide time for them to meet as data teams to evaluate formative assessments and improve and develop teaching strategies aligned with course standards.
- Improve placement of students and match of students with areas of interest through use of Pathways presented to students by counselors trained by pathways coordinator. By looking at the courses of sequence that match the students interest, the student will have better performance in the classes that they are enrolled in.

Park City District

- Require all teachers to print out standards and objectives for all CTE courses.
- Require all teachers to administer the skill certification test in all CTE courses.
- In-service the CTE teachers on evaluating the skill certification results to improve teaching. Encourage CTE teachers to volunteer to serve on state test development committees.
- Develop a study skills course for students that will enable students to learn skills of study and testing.
- Use Core teachers to teach the course and school faculty teams to identify students who would benefit from the course.
- Coordinate more for the special populations students in the form of bimonthly meetings between CTE instructors and case managers will assist in improving scores.

Salt Lake City District

- Make testing data available for high school administrators
- Assist teachers in analyzing data trends and identifying strategies for improvement
- Change perception of the use of testing data for teacher remediation by offering incentives to teachers for increasing student pass rates
- Continue to offer graduation cords to students who pass skills tests
- Create standard protocol and strategies for new CTE teachers regarding skills testing
- Facilitate training from USOE on skills testing and test taking strategies
- Create a CTE calendar to establish dates for testing

Performance Improvement Strategies

- Support high schools with the implementation of online testing through the purchase of mobile labs and ensuring Career and Technical Center computer lab availability

Sevier District

- Require all CTE teachers in the district to administer CTE skills tests to all CTE students in all CTE areas of study.
- Make sure CTE teachers are teaching course standards in each CTE course.
- Continue to work with CTE teachers to understand the importance of covering all the standards in foundation pathway courses.
- Review with teachers how to use their skills test results to update their curriculum.
- Share testing results with teachers during summer in-service. They will be shown how standards effect test results and they will be encouraged to adhere to the standards.
- Provide additional training for CTE teachers on pathways so they will know which courses are foundation and which courses are electives.
- Consider using CTE class rotation so students can become pathway completers.

3S1 & 4S1 High School Graduation Rates

Alpine District

- Improve awareness of the value and application of CTE programs with students, counselors, teachers, administrators, and parents through SEOP's, career pathway implementation, in-service, and publications.
- Broaden student participation in CTSO chapters by enhancing advisor compensation, reimbursing local CTSO chapters for CTSO supplies, and reimbursing local CTSO chapters for transportation expenses to and from state CTSO leadership activities. Data is available that shows higher graduation rates for students that participate in Career and Technical Student Organizations (CTSO's).

Cache District

- Have counselors identify students not on track to graduate during their junior year. We will offer summer and after school credit recovery programs that will benefit all CTE students who are not on line to graduate.

Canyons/Jordan District

- Provide ongoing monitoring and support for students who are at risk of not graduating.
- Evaluate existing programs and determine if there are any new CTE classes needed to motivate students to remain in school.
- Support CTE teachers' critical role with at-risk students, assisting them with school success.
- Track subgroup performance, analyze trends between high schools and develop plans for improvement. Assign to CTE specialists and coordinators.
- Develop strategies in coordination with the Wasatch Front Consortium that improve the success of students in subgroups that are not performing at the same level as other CTE students.
- Provide opportunities for increased collaboration among staff who work in special programs for students who are at risk of not graduating.
- Include student graduation rates as goals are established as part of the continuous school improvement process. Seek for ways to motivate and provide incentives for students who remain in CTE career pathways and graduate. If students drop out of school, information will be provided to them regarding South Point, so that they can research alternative routes to graduation. GEDs obtained through this sytem will be tracked.

Performance Improvement Strategies

Salt Lake City District

- Participate in Wasatch Front Region career pathway training for CTE teachers and counselors.
- Provide incentives for academy students to graduate in career paths.
- Continue to market career pathways.
- Implement training on career pathways for administrators, counselors, and teachers.
- Participate in region training and market career pathways to parents, students, and the community.
- Implement CTE summer camps to targeted students.
- Implement extended day programs.
- Track targeted programs i.e. extended day, summer school .
- Reports of skill test results and Perkins data will be given to high school principals and the district school board.

Sevier District

- Have counselors encourage CTE students to choose a pathway and schedule academic, concurrent enrollment, and CTE foundation and elective courses that align with the students chosen pathway.
- Have counselors track students to be sure they are meeting graduation requirements in addition to completing their CTE pathway.
- Have counselors monitor student pathway progress through the year and hold SEOP meeting with students and parents.
- Give special attention to those students not meeting credit expectations.
- Give additional support to students at Cedar Ridge Alternative school who spend 50% of their time in CTE programs. They will be given support to help them graduate.

5S1 Placement

Cache District

- Make personal contact with students to obtain their Social Security Numbers.
- Assist special populations with the creation of résumés, college applications, financial aid, and other job seeking skills.

Canyons District

- Seek the best methods to educate students about post-graduation opportunities.
- Evaluate potential concurrent enrollment offerings to determine the most appropriate courses to assist students in preparing for educational and occupational goals.
- Encourage CTE classes to provide a job seeking component, including employability skills and resume writing. Career center and CTE assistants will assist, as needed.
- Make materials available in career and counseling centers, informing students of services provided by the Division of Workforce Services. Outreach will be provided to members of subgroups and educators who work with these groups to increase awareness of post-graduation opportunities.
- Work with schools to collect student social security numbers in order to collect the most accurate data possible.
- Give counselors ongoing education about pathways so they can assist students understand and use them.

Performance Improvement Strategies

Granite District

- Increase the number and involvement of advisory boards.
- Increase work-based learning opportunities for students with stronger linkage to program areas.
- Create a greater focus on industry certification opportunities as part of high school offerings.
- Develop stronger relationships with PAC (Program Advisory Committee) members, advisory board members, and local Chamber of Commerce.
- Increase linkages with colleges.
- Continue awareness and implementation efforts related to career pathways.
- Identify current accessible data that can be used to determine placement in all areas (employment, military, postsecondary). Include the following in data analysis:
 - Reporting of Student Tracker postsecondary data at the individual student level.
 - Postsecondary enrollment and completion by special populations, programs, and high schools.
 - Methods, where possible, of mining data from DWS at more refined levels.
 - Impact of concurrent enrollment on student entry and completion in postsecondary settings.

Sevier District

- Make available the new on-line career program to students in all four high schools in the district.
- Make available a pathway rack with all CTE options will be available at each counseling center.
- Allocate funds to counselors to continue to update their Career Center information and look for new ways to assist students in making more informed career choices.
- Encourage CTE concentrators to complete graduation requirements as timely as their schedules will allow.
- Encourage students to try job shadowing in areas of interest through the Work-Based Learning program.

6S1 & 6S2 Non Trad

Garfield District

- Educate students and parents through the implementation of pathways with the options that are available to them twice each year using the SEOP process in our schools. It will be our primary focus to implement as many pathway options as possible to help educate the opportunities to each of our population. The Hispanic and White Traditional population will be targeted to improve their awareness.

Canyons/Jordan District

- Have students complete surveys, as part of the Veamos Survey Solutions study. Utilize the results from these studies to evaluate current practices and determine how better to attract students to and retain them in non-traditional programs. Ensure that administrators at each school receive the results from these studies and understand the relevance of the data obtained.
- Participate in non-traditional programs such as the "Women in Engineering" project provided in coordination with the Wasatch Front Consortium and the University of Utah.
- Provide non-traditional recruiting information to counselors, CTE teachers, students, parents, etc. Have WBL Coordinators provide non-traditional guest speakers, field trips and tours.
- Provide information regarding non-traditional careers to students in exploratory courses (i.e. technology labs, woods, FACS and CTE courses).
- Provide information for students and parents regarding careers that fit in high-skill, high-demand and high-pay categories, placing additional emphasis on non-traditional fields.
- Provide workshops to introduce students to non-traditional careers.
- Use non-traditional CTE instructors, when possible, to serve as role models for students.

Performance Improvement Strategies

Sevier District

- Have counselors review CTE pathways in nontraditional programs with students to encourage enrollment.
- Have counselors encourage students to research nontraditional careers when using their career centers and on-line services.
- Bring students from North and South Sevier High to Snow College Richfield campus at least once a year to encourage participation in nontraditional careers and attend a nontraditional workshop with the state specialist.
- Make presentation to Cedar Ridge students about CTE pathways. Include the outlook for nontraditional careers and the corresponding hourly wage as part of the presentation.